

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Fruitvale ISD	234909			
Vendor ID #	ESC Region #			
	7			
Mailing address	City	State	ZIP Code	
PO Box 77	Fruitvale	TX	75127-	
Primary Contact				
First name	M.I.	Last name	Title	
Dr. Michelle		Cline	Curriculum Director	
Telephone #	Email address		FAX #	
903-896-4363	clinem@fruitvaleisd.com		903-896-4216	
Secondary Contact				
First name	M.I.	Last name	Title	
Susan		McCann	Business Manager	
Telephone #	Email address		FAX #	
903-896-1191	mccanns@fruitvaleisd.com		903-896-1011	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Rebecca		Bain	Superintendent
Telephone #	Email address		FAX #
903-896-1191	bainr@fruitvaleisd.com		903-896-1011
Signature (blue ink preferred)			Date signed

Rebecca Bain

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 234909

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The campuses to be served will include all 3 campuses at Fruitvale ISD: Hallie Randall Elementary, Fruitvale Junior High, and Fruitvale High School.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Opening Statement: Due to the rural location of Fruitvale ISD (FISD) and with little to no home Internet access for the students at FISD, the district would like to apply for the 2018-2019 Technology Lending grant.

Demographics of Fruitvale ISD and relationship to defined goals and purposes of the grant: Fruitvale ISD has a student population in which 100% of our students receive free/reduced school lunch due to our community eligibility program, 62% are at risk, and we have a homeless population of 18%. Our county of Van Zandt has a poverty rate of 15.9%, meaning almost 1 out of every 5 live in poverty. According to a recent student survey, less than half of our students have neither a technology device nor home Internet access. The Technology Lending program would be offered to **ALL** Fruitvale students and provide them the portable technology as well as Internet access needed to help ensure **equitable access** to technology for ALL students grades 3-12. Through grant funding, students will have dedicated access to a personal Chromebook as well as a wifi hotspot through a check-out program. Equipment will be insured so that if and when technology becomes damaged or unusable, repairs will be made so no gap occurs when checking out devices.

Designing of needs assessment process, determines its efficacy, determining when and how process needs to be updated or changed: In order to understand the campus' current achievement, Fruitvale ISD used the following data:

- Texas Assessment Performance Data (TAPR)
- Student achievement in the core subjects
- Teacher technology survey—locally developed
- STAAR passing rates
- District technology inventories: 1) infrastructure 2) software, and 3) infrastructure
- Students surveys on technology availability
- Attendance rates
- School policies and procedures
- District Technology Plan

The district technology committee as well as district site based team and campus site based teams (comprised of superintendent, curriculum director, technology director, principals, counselors, teachers and parents) met to review the needs assessment and determine how to prioritize the campus' needs based on gaps, barriers, and weaknesses. The top 5 needs were identified, along with objectives and milestones aligned to these needs for evaluation purposes.

Processes to determine updates or changes will be determined through data according to the 11 performance measures stipulated in the grant, such as, and not limited to: frequent surveys and questionnaires given to all stakeholders, student and family surveys/questionnaires, monitoring of data entry and security procedures in order to ensure the program remains in compliance, digital instructional materials inventory and usage, and reviewing expenditures to ensure the program is staying within budget and all activities are being implemented. The administrative layers of a small district are less formal and shallower than counterparts in larger districts where there are several layers of administration and more structured communication guidelines. Thus the internal communications at Fruitvale ISD are less complex and more informal. The project director will have direct access to those involved in the grant implementation, including the superintendent, business manager, technology committee, district and campus site based teams, and classroom

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

teachers. The grant project director and business manager will meet as needed to discuss any changes or improvements in fiscal management. The Fruitvale technology committee will review implementation at their regular meetings, make program recommendations, review strategies, and coordinate with other programs, and communicate committee discussions and recommendations to all staff. Not only will information flow from the top down but also from the teachers to the Fruitvale technology committee to project director through a list-serve, emails, phone calls, technology services request, and other informal communications. Again, the informality of the campuses makes this form of two-way communication possible.

Management plan/ensuring the program receives consistent, high-quality management: Fruitvale ISD has a "positive record" in successfully managing other state, federal and private grants. Management of the Technology Lending Grant activities will mirror that. FISD has experienced staff to manage this grant, including the project director with 11 years successful experience, business manager with 29 years experience, and a superintendent who has 14 years experience in grant management. Since Fruitvale is a small school, the project director and business manager will meet informally as needed. If there is a problem or some improvement is needed, it can be discussed and managed then. The business manager will handle all of the financial aspects of the grant according to TEA guidelines. The project director, who is also the curriculum director, will ensure implementation of the day-to-day activities according to the RFA and evaluation data collection. The Technology committee that encompasses administrators, directors, teachers, and community members will be utilized as an oversight and communications committee.

The principals, curriculum director, and technology director will collect data such as surveys, TAPR, benchmarks, technology check-out data, digital instruction materials inventory and usage, and student attendance for each of the statutory requirements and keep individual and campus records as appropriate. The Technology committee will meet throughout the year to evaluate progress of grant activities and solicit relevant feedback on an ongoing basis to ensure improvement in grant operations.

Methods by which we will evaluate the program, including means used to measure progress in defined program areas: The district will collect data that includes both program-level data as well as, student-level academic data. The data will include performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Fruitvale ISD will use the following methods to measure and evaluate the program, including qualitative data: student surveys, teacher surveys, review of digital instructional course materials and quantitative data: evaluation of students' learning as demonstrated through report cards, class work, benchmarks, average number of college credit hours earned by students, number of online courses taken, number of devices checked out, number of economically disadvantaged students participating in the technology lending, number of teachers using digital materials, and attendance.

Application completely and accurately answers all TEA requirements: The district ensures that the application completely and accurately answers all TEA requirements as stated in the PTECH/ICIA grant application.

Budget development: The requested amount of \$50,000 for the Technology Lending grant program is reasonable, cost-effective, and adequate to support the program. The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently the district technology inventory is such that no devices are left unused in which to utilize check out procedures and there are no wifi hotspot devices for students so the program will not supplant any current activities. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district considered expenses that are reasonable and necessary to fulfill the proposed program.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 234909			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$50000	\$0	\$50000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$50000	\$0	\$50000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$50000	\$0	\$50000
Administrative Cost Calculation					
Enter the total grant amount requested:					\$50000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7500
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 234909		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 234909		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$50000
Grand total:		\$50000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 234909		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 234909			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 234909										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	269	66%												
Limited English proficient (LEP)	13	3%												
Disciplinary placements	4	1%												
Attendance rate	NA	95.9%												
Annual dropout rate (Gr 9-12)	NA	0%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:	<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter	<input type="checkbox"/> Private Nonprofit	<input type="checkbox"/> Private For Profit	<input type="checkbox"/> Public Institution									
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
				24	25	33	30	35	30	31	35	40	32	315

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Changes on this page have been confirmed with: _____ Via telephone/fax/email (circle as appropriate)	On this date: _____ By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current achievement—To understand the district's current achievement, Fruitvale ISD used the following data to analyze needs:

Fruitvale ISD considered needs based on the following data collection systems:

^Texas Academic Performance Report (TAPR)

^ online course enrollment

^District technology inventories: 1) hardware 2) software 3) infrastructure

^District Technology Plan

^Student Home Internet Survey, 2017

^School policies and procedures

Needs Assessment Process (how campuses, subject areas, and grade levels were prioritized; need for loaned technology; description of technology lending currently available; number of Ss who do not have access to equipment; number of Ss who do not have Internet at home)—The district conducted a needs assessment process for the district which not only included the statistical data below, as well as the district technology plan, school policies and procedures, and technology inventory.

	2017 STAAR Passing rates (all were examined, largest gaps noted here:)	Attendance rate	Class of 2016 avg. ACT Scores	Students identified as economically disadvantaged	Students identified as at-risk	% Students w/ technology device	% Students w/ home Internet access
District	Gr 3 rdg 61%; math 61%; gr 4 rdg 61%; math 48%; gr 5 math 78%; gr 5 science 54%	95.9%	ELA-19.5 Math-20.5 Science-20.4	66%	61.7%	56% (secondary) 26% (gr. 3-5)	55% (secondary) 31% (gr. 3-5)
State	Gr 3 rdg 73%; math 78%; gr 4 rdg 70% math 76%; gr 5 math 87%; gr 5 science 74%	95.8%	ELA-19.8 Math-20.5 Science-20.5	59%	50.3%	*80%(Pearson survey)	**National Avg: between 93-98%

*= <https://thejournal.com/articles/2015/09/21/survey-reveals-students-mobile-device-preferences.aspx>

**= <https://www.statista.com/statistics/374347/us-student-wifi-access-home-school/>

Description of how needs are prioritized—The technology, district and campus site based committee members met to review the above data. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. It is with deepest concern, stakeholders noticed our **large number of at-risk students, 61.7%, and economically disadvantaged students, 66%; higher than average students with no technology device nor home Internet access, a gap of more than 40%.** Teachers were most startled at the results in which homework involving Internet is assigned yet less than half of our students are able to complete it. Members also noted **deficits at our elementary campus**, particularly in math and reading and observed those gaps began closing at the secondary level. Our secondary campuses have increased Chromebook purchases the last 2 years so that each teacher has a class set of chromebooks, as well as an increase in professional development utilizing technology in the classroom. Members contributed the closing of the gap to this. This year, our district initiated the Texas Virtual School Network for online dual credit classes. We have **only 26 students enrolled in online courses** due to the fact that only half of our students can work on assignments at home due to lack of Internet. The committees also noted that the junior high and high school were STEM (Science, Technology, Engineering, Math) feeder and STEM campuses, and need the technology capabilities this grant would provide to meet the **TSTEM blueprint** requirements. Lastly, stakeholders reflected on the district initiative for **project based learning (PBL)**, which moves learning away from the traditional worksheet driven methods to digital, connected learning for **ALL subjects**. Based on the above findings, along with examination of the district technology plan, members decided to include **all 3 campuses as campuses in need, starting with grade 3 through 12.**

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 234909		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	According to the needs assessment conducted, the district needs to increase the <i>availability of home Internet access</i> to students to increase student achievement at school. Currently only 31% elementary & 55% of secondary students have home Internet access, compared to the national averages, ranging from 93-98%. We have higher than state average economically disadvantaged students that cannot afford home Internet access.	To ensure Fruitvale ISD can address this need, the district will provide students anytime, anywhere Internet access through a mobile hotspot. This mobile hotspot will be compatible with the school Google Chromebooks, filtered specifically for school assignment use and meets federal CIPA (Children's Internet Protection Act) requirements.
2.	According to the needs assessment conducted, the district needs to increase the availability of <i>technology devices to students at home</i> in order to increase student achievement at school. Currently 26% elementary and 56% of our secondary students have technology devices, compared to the national average of 80%. We have higher than state average economically disadvantaged students that cannot afford technology devices.	To ensure this need is met, the district will purchase enough Google Chromebooks so that students in Grades 3-12 have the opportunity to check out devices for home use. Providing opportunities for students to complete assignments requiring technology at home will lead to an increase in student engagement and completed assignments, which in turn will lead to an increase in student achievement.
3.	The district needs to close the achievement gap in math and reading at the elementary level. Currently, in grade 3, there are <i>district to state gaps</i> of 17% and 12% respectively; gr 4 gaps 9% and 32% respectively. We also have a 20% gap in gr 5 science.	Fruitvale ISD will increase math and reading scores two-fold: by strengthening the Response to Intervention curriculum as well as improving higher level thinking. The online Response to Intervention curriculum will be tailored to EACH student's need so students learn math and reading concepts. Secondly, the district will use technology in math and reading for students to deepen their thinking through creating products. Students will move to the upper level of Bloom's taxonomy.
4.	The district needs to move instruction towards project-based learning in order to prepare students for career readiness. It is currently a strategy in our district and campus improvement plans but <i>does require</i> students to have availability of technology devices and Internet at home in order to complete projects.	During this grant funding period, Fruitvale ISD plans to strengthen project based learning and increase the frequency of project based learning opportunities because the constraints of students not having technology devices will have been lifted. Students will have cutting edge technology devices and teachers will be given planning time as well as access to project-based learning curriculum to design PBLs.
5.	The district needs to increase the number of students enrolled in <i>online classes</i> , including dual credit courses. Currently only 26 students are able to enroll in online courses due to no Internet and technology devices at home.	Fruitvale ISD will address the need of improving online class enrollment by advertising and recruiting students during the fall and spring enrollment periods. Students and parents will be made aware that the constraints of having no device and no home Internet will be lifted through the Technology Lending Program Grant. The counselor will also meet one-on-one with students to explain this new opportunity. This will lead to increased online class enrollment, including dual credit.

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Schedule #14—Management Plan					
County-district number or vendor ID: 234909				Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project/Curriculum Director	Previous experience in managing state and federal grants; 20 years experience in education; 7 years experience as a district level administrator; 4 years as a campus administrator; experience in managing a budget; Doctoral Degree in EdAd.			
2.	Technology Director	Training and experience in school technology and infrastructure for five years			
3.	Business Manager	Certification in Finance with TASBO; over 20 years experience; previous experience in managing numerous TEA grants and meeting requirements/deadlines given by TEA			
4.	Teachers	State certification, highly qualified in subject area, training in technology, prior teaching experience			
5.	Principals/Supt.	Master's in Educational Leadership; 10 years plus of teaching experience; TTESS certified; extensive professional development in technology			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone	Begin Activity	End Activity	
1.	Implement digital curriculum in order to improve 21 st century learning skills	1. Buy online curriculum/instructional materials	05/01/2018	06/03/2019	
		2. Provide training on new curriculum to teachers	05/01/2018	06/03/2019	
		3. Provide training on new curriculum to students	05/01/2018	06/03/2019	
		4. Digital Badge program for teachers	05/01/2018	06/03/2019	
		5. Evaluate implementation and track progress	05/01/2018	06/03/2019	
2.	Provide access to technology and Internet, at school and home, through lending program	1. Purchase Chromebooks for students gr. 3-12	05/01/2018	06/03/2019	
		2. Purchase wifi mobile hotspots (students gr 3-12)	05/01/2018	06/03/2019	
		3. Train teachers, students on checkout procedures	05/01/2018	06/03/2019	
		4. Monitor checkout procedures	05/01/2018	06/03/2019	
		5. Evaluate implementation and usage	05/01/2018	06/03/2019	
3.	Improve STAAR and SAT/ACT scores	1. Utilize TAPR reports	05/01/2018	06/03/2019	
		2. Track benchmark scores	05/01/2018	06/03/2019	
		3. Walkthroughs/learning walks	05/01/2018	06/03/2019	
		4. Utilize online remediation curriculum	05/01/2018	06/03/2019	
		5. Implement online curriculum	05/01/2018	06/03/2019	
4.	Improve student participation and attendance	1. Weekly attendance reports in TxEIS	05/01/2018	06/03/2019	
		2. Provide Chromebooks and utilize in class	05/01/2018	06/03/2019	
		3. Technology Family Nights	05/01/2018	06/03/2019	
		4. Project Based Learning Spotlight Nights	05/01/2018	06/03/2019	
		5. Provide incentives to students utilizing program	05/01/2018	06/03/2019	
5.	Increase number of online courses taken by students	1. Purchase online curriculum/instructional materials	05/01/2018	06/03/2019	
		2. Provide training on new curriculum to teachers	05/01/2018	06/03/2019	
		3. Provide training on new curriculum to students	05/01/2018	06/03/2019	
		4. Provide dual credit, online classes opportunities	05/01/2018	06/03/2019	
		5. Recruit students for online, dual credit classes	05/01/2018	06/03/2019	
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Procedures ensure feedback/continuous improvement in the proposed program through monitoring—To solicit feedback and continuously monitor the attainment of goals and objectives, the district will ask all stakeholders to participate in surveys and answer questionnaires on a regular basis. In addition, the district will establish a procedures and schedule for internal monitoring that includes: conducting student and family surveys/questionnaires to determine the quality of the technology lending program; monitoring of data entry and securing procedures in order to ensure the program remains in compliance; reviewing weekly TxEIS reports to ensure students are regularly attending school; reviewing benchmark scores as well as frequent classroom walkthroughs to ensure student achievement is increasing; reviewing digital curriculum both quantitatively and qualitatively; monitoring technology check-out procedures and logs; and reviewing expenditures to ensure the program is staying within budget and all activities are being implemented.

Current Involvement/commitment to the program is sufficient and ensures successful implementation goals, objectives, and activities—To ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from all stakeholders, including district and campus administrators, teachers, school board members, and parents. Throughout the term of the grant, the district will continue to meet regularly with all key stakeholders to solicit feedback and modify the goals and objectives of the grant.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The program is coordinated with similar efforts using existing resources to maximize effectiveness of grant funds—The district currently has a 3 year visioning document plan in place, in which two of the five goals center on technology. Goal 1 states: "Fruitvale ISD will strive to develop and implement an environment of engaged digital learners as evidenced by all students engaged and using technology in instructional settings." Goal 5 states: "FISD will provide professional development for staff to increase student technology usage in real world work applications." In addition, the district's long range technology plan on file with the Texas Education Agency also aligns with goals of the technology lending program, including goals like: integrate technologies into the school curriculum to increase academic achievement and coordinate the acquisition, repair, and replacement of educational technology. We currently use our Rural Energy For America Program (REAP) grant funds to purchase Chromebooks in efforts to increase our student-technology device ratio, as well as replace damaged and/or older technology devices. We have also utilized our Instructional Materials Allotment (IMA) to purchase technology. With this grant, the district will be able to further support its technology initiative by bridging the home to school technology gap and provide EVERY student in grades 3-12 the capability of a chromebook and home Internet service. The district CAN support the added costs after the grant funding period that will be associated with: purchase of Chromebooks, maintenance to technology, technology device insurance, and continued wifi hotspots for student check out through the use of Federal and State funds. Moreover, to ensure that the program continues after the grant period, the district will actively look for funding sources that help support and sustain this program over an extended period of time. The district's ***plan for sustainability*** will include an examination of what this grant initiative aims to sustain, barriers that prevent the initiative from accomplishing its goals, fiscal constraints, and its resources. The district will help sustain this initiative after the end of the program by enforcing a sustainability plan.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative data: student surveys; teacher surveys; parent surveys	1.	Positive feedback received on Technology Lending Program from students
		2.	Positive feedback received on Technology Lending Program from teachers
		3.	Positive feedback received on Technology Lending Program from parents
2.	Quantitative data: Evaluation of students' learning	1.	Report cards, benchmarks classwork demonstrate progress
		2.	Increase in SAT/ACT scores
		3.	Increase in STAAR scores
3.	Quantitative data: evaluation of student participation and attendance	1.	Check PEIMS attendance as well as individual student attendance
		2.	Increase in number of students checking out Chromebooks
		3.	Increase in number of students checking out hotspots
4.	Quantitative data: evaluation of student enrollment in online courses	1.	Increase in number of students enrolled in online courses
		2.	Increase in the total number of online dual credit hours earned by students
		3.	Increase in student completion rate of online courses
5.	Review Use of Digital online curriculum	1.	Teachers utilize project based and instruction based approach in classroom
		2.	Positive teacher and student feedback received on curriculum
		3.	Increase in student achievement as shown on student reports

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Methods of evaluation—The district will collect data that includes both program-level data as well as, student level academic data. This data will include required performance measures and indicators of program accomplishment that are related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: number of students, including economically disadvantaged, utilizing the technology lending program; number of students enrolled in online courses; number of students demonstrating improvements in SAT/ACT scores; number of students demonstrating improvements in STAAR scores.

Evaluation design—Teachers, as well as students and parents will be asked to participate in surveys that will provide feedback on the technology lending program and how effective it is. Classroom observations will also be conducted on a regular basis to observe project based learning and to determine if it is having a positive impact on the teachers' ability to engage students, increase productivity, and improve student outcomes. Moreover, data will be collected to evaluate online digital curriculum in order to determine if student achievement is being made. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded class work, and TAPR reports to determine an increase in student academics.

Formative evaluation—Data collected will allow the district the ability to determine whether the technology lending program is positively impacting the students as well as parents and teachers. Evaluation staff will include members from the technology committee, District Improvement Team as well as Campus Improvement Teams. As needed, areas of concern will be discussed and modifications will be made regularly to the proposed plan. All required performance measures as required by the TEA will be conducted and used as ways to evaluate formatively.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fruitvale ISD is currently working towards an environment in which during each class period, a student has access to a technology device. The district has worked towards purchasing a class set of Chromebooks along with a cart that charges these devices when not in use. Currently, for grades 6-12, all but three teachers have a cart of Chromebooks for student use. At the elementary grades, the district provides 2 carts of Chromebooks for grade 3, grade 4, and grade 5. Our goal is to add 2 more carts of Chromebooks for grade 4 as well as grade 5 so that EACH teacher has a class set of Chromebooks. At the primary grade levels, classrooms are outfitted with five Chromebooks and teachers have access to tablets upon checkout. FISD used federal and state funding to purchase these devices, using the REAP grant, Career and Technology Allotment, High School Allotment, local funds as well as the Instructional Material Allotment.

At the present time, the district does not have technology available for student checkout nor mobile hotspots to provide home Internet access.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Lending Program aligns to District Visioning Document— The district currently has a 3 year visioning document plan in place, in which two of the five goals center on technology. This plan is based on the Texas Association of School Administrator's (TASA) Visioning Document. One of the major conceptual themes of this document states: *Engaging the Digital Generation In today's digital world, most students come to school computer and technology savvy. With their iPods, iPhones, computer games, and text messaging, they routinely use multimedia and internet resources in their daily lives. Technology development has also resulted in widespread change in the way students learn. To keep students fully engaged, schools must adapt to this new and rapidly changing environment. They must embrace the potential of new technologies and make optimum use of the digital devices and connections that are prevalent today to make learning vibrant and stimulating for all.* (www.tasanet.org)

The very first Article 1 of the TASA Visioning Document is The New Digital Age, with two of the nine premises stating:
 ^The technologies that make this new digital world possible must be viewed as opportunities and tools that can help us in educating and socializing the young both in and outside the school.

^The virtual social-network connected and tech-savvy generation will not tolerate the one-size-fits-all mass production structures that limit learning to particular times and places and conventions.(www.tasanet.org)

The Digital Age Article is one in which Fruitvale embraced, basing the District Improvement Plan around these articles. The first Goal for FISD states: Fruitvale ISD will strive to develop and implement an **environment of engaged digital learners** as evidenced by all students engaged and using technology in instructional settings. Goal 5 states: FISD will provide professional development for staff to **increase student technology** usage in real world work applications.

Technology Lending Program aligns to District Technology Plan (on file with the Texas Education Agency)—

In addition, the district's long range technology plan on file with the Texas Education Agency also aligns with goals of the technology lending program, including goals like:

^ **integrate technologies** into the school curriculum to increase academic achievement

^utilize high speed internet connection to **foster distance learning activities**

^**dual credit courses** will be offered through **distance learning** to students

^students will be provided instruction through the implementation of **district digital curricula** containing instructional and learning activities that incorporate the use of technology into the daily learning activities

^the district will furnish classrooms with the necessary hardware and **technology supplies** to fully integrate technology into the curriculum

^**coordinate the acquisition**, repair, and replacement of **educational technology**

FISD has the support of the community, school board, Superintendent, administrators as well as staff for the Technology Lending Program and with the award of the TEA Technology Lending Grant, these goals created by the Technology Committee, District and Campus Improvement Teams will be achievable quicker.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

"Digital equity is about so much more than homework. As we help these students, we are helping entire families. The connection allows families to access school news, grades, and information on events, and it helps them stay more engaged with their child's education."

At Fruitvale ISD, the following scenarios occur weekly: students spending hours chasing down wifi to complete assignments; students unable to finish assignments because they lack Internet at home and use their phone for Internet but then run out of data for the month; students trying to catch up on the latest political news and research political candidates but can't because of lack of home Internet; students unable to finish research assignments because their parents worked late and were unable to take them into town to find a place with free wifi in which to do research...the stories go on and on.

We have a need to provide home Internet not only for digital equity, but also to help prepare our students to be active, well-informed, global citizens. With the Technology Lending Program Grant, the district will use funds to purchase mobile smartspots for checkout. The FISD plan will involve:

- **Prepare**
- **Deploy**
- **Analyze/Adjust**
- **Expand**

The **Prepare** phase has been completed. It involved identifying a technology team, reviewing our goal, objectives and milestones, determining needs based on a needs assessment, and getting buy-in. Once the grant has been awarded, smart spots, Chromebooks, carrying bags, and insurance will be purchased. Smart spots purchased will be CIPA compliant and have the ability to monitor online activity.

The **Deploy** phase will include deciding on the roll-out day for the smart spot checkout program (**GOT IT**, or Get On The Internet Today), marketing the home Internet access through a smart spot (through flyers, text messaging, parent meetings), establishing the check out spot (library); and training and educate on how to use the smart spots as well as the check out procedure (*student training, staff training, parent training*). Fruitvale ISD realizes the importance of having parent support so there will be **different offerings for parent trainings** as well as an extensive Q and A session to address any questions parents may have as well as any apprehensions involved with technology and the Internet. During this phase, students and parents will also be made aware of student priority. **Priority** will be given to students who are: **1) on free and reduced lunch, 2) have no home Internet access, 3) have an assignment or project requiring Internet, and 4) have all paperwork signed and submitted.** The district does not expect to have any issues with not enough devices at check out. We surveyed teachers and the amount of homework sent requiring Internet. At any one time, 50 devices and 50 smart spots will be sufficient for check out. This is what the district plans to purchase upon award of the Technology Lending Program Grant.

The **Analyze/Adjust** phase will include examining check out procedures, data usage, surveying students, parents and staff and making adjustments based on findings. For example, if there are not enough devices purchased, the technology committee will consider additional purchasing, or if the data purchased per line is not sufficient, the committee will consider changing the data plan.

The **Expand** phase at the end of the grant period will include examining all objectives and milestones, sharing results, making changes as recommended, and continuing into the next school year with an improved plan.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234909	Amendment # (for amendments only):
TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Current Curriculum, Instruction, Management policies and practices--The Technology Lending Program fits seamlessly into the curriculum and instruction aspect of FISD for all 3 campuses. Teachers are appraised and trained in T-TESS (Texas Teacher Evaluation and Support System), recommended by the Commissioner. In the T-TESS system, a teacher is ranked from Improvement Needed to Distinguished in 4 different dimensions with descriptors. To get rankings of "Distinguished" in the Learning Environment dimension and Instruction dimension, a teacher:</p> <ul style="list-style-type: none"> • Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. • Has students collaborate positively and encourage each other's efforts and achievements. • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. <p><i>Technology</i> will assist in reaching all of these goals.</p> <p>In addition, Fruitvale ISD is driven by Project Based Learning (PBL), a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. In order to meet the high demand thinking and engagement, technology is a must for the success of most PBL's.</p> <p>Thirdly, we have local classroom expectations that administrators look for when observing classrooms or participating in learning walks. These "look-for" descriptors include: students using technology, student engagement, and the teacher acting as a facilitator.</p> <p>Moreover, we do offer dual credit classes to students in which technology and Internet are "musts" to participate in this distance learning opportunity.</p> <p>The expectation of students and teachers engaged in technology is spiraled throughout all operations at FISD.</p>	
TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Current Digital Instructional Materials--Currently, Fruitvale ISD utilizes a plethora of digital instructional materials.</p> <p>^McGraw Hill's digital curriculum for secondary social studies. We replaced textbooks and merged to digital social studies textbooks for grades 6-12</p> <p>McGraw Hill's digital curriculum for grades K-5 reading. We use this to supplement the hard-back textbooks</p> <p>^Our agriculture science classes in grades 9-12 utilize the cloud based online curriculum, iCEV. This has replace textbooks with all online resources</p> <p>^Mentoring Minds Online for grades 6-8 math and science supplements our hard-back textbooks. This resource is used to provide differentiation to students as well as for homework.</p> <p>^Education Galaxy is used for our Response to Intervention Program at grades 3-5 for math and reading. It is also used for practice at home in math and reading.</p> <p>^Quaver is used as our online, digital music curriculum</p> <p>Fruitvale ISD is also a Google for Classrooms school. We are working to provide professional development in moving our classrooms to a digital, paperless environment. However, it is with deepest regards, we are not able to fully utilize Google Classroom because of limited Chromebooks and limited home Internet access for our students.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234909

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CURRENT SUPPORTING RESOURCES:

Technology Infrastructure—

- District Internet access with fiber optics, 200 Mbps (Megabit) to People's Internet
- 4 District in house servers for file, print, dns/dhcp services, Systems design for cafeteria

Hardware support—

- Wireless access to all classrooms

Technical and Service support—

- Insurance for hardware devices
- Pedagogical training and support for teachers
- License and maintenance fees for software
- District technology department
- District technology specialist
- Curriculum Director
- Google Chromie Squad, consisting of juniors and seniors in pursuit of computer science or engineering degrees and that have been nominated by teachers. The student Google Chromie squad work hand-in-hand with the technology director to earn real-world experience and practice. Their job responsibilities include: assisting with technical issues, repairing technology devices, assisting teachers with technology as well as teaching teachers about technology.
- Technology Help Desk

The technology director provides services for inventorying and ordering equipment with the technology department working with installation and maintenance of the hardware and infrastructure. The technology director and curriculum director work together in assisting in the evaluation of effective technology integration after professional development has been completed as well as programs, software to be used.

Fruitvale ISD provides needed technical support now to the district with a full time technology department. In addition, our Internet service is fiber optics and our server is cloud based. A cloud based server and fiber optics Internet is capable of running all the devices we currently own as well as what we plan on purchasing.

It is a rarity the district experiences any technology outages or issues.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 234909	Amendment # (for amendments only):
<p>TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>GOT IT, or Get On The Internet Today, Technology Lending Program—As part of our technology four part plan, FISD has given careful consideration to the check out and check in procedures as well as who will oversee it. The Deploy phase will include marketing (through flyers, text messaging, parent meetings), establishing the check out spot (library), training and education on the technology lending program (<i>student training, staff training, parent training</i>). At this training, FISD will review the following procedures and policies with students and parents: Technology Lending Program grant objectives and goals; Technology Lending Agreement, Internet Safety and Acceptable Use Policy, Student Code of Conduct, Check-In and Check-Out procedures and set-up procedures for the smart spot as well as proper care and maintenance of Chromebooks and Smart spots. The district will utilize Follett to inventory and scan devices for check out.</p> <p>During this phase, students and parents will also be made aware of student priority. Priority will be given to students who are: 1) on free and reduced lunch, 2) have no home Internet access, 3) have an assignment or project requiring Internet, and 4) have all paperwork signed and submitted.</p> <p>Before hand, the curriculum director, technology director and principals will work closely with the librarian to reinforce procedures. Procedures will include, but are not limited to:</p> <ol style="list-style-type: none"> 1. Check out Monday-Friday at 3:30 pm.as well as advisory time 2. Check-in Mondays by 8:00 am (if equipment is not checked back in, the librarian or aides will go on a “technology sweep” to gather equipment) 3. All forms (including checking for all cords, etc. at check-in and check-out time) 4. What to do if equipment is not in working order (technology request sent to technology director) <p>TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Technology Lending Equipment Accountability—Fruitvale <i>currently</i> accounts for all technology on campus using a system of checks and balances per local policy. Each nine weeks, technology equipment is inventoried and inspected for maintenance and other needs. During the summer months, all technology is returned to the technology department for inspection and inventory. The technology director also has a system in place to check for acceptable use of technology and appropriate Internet sites. The district abides by all state and federal regulations so we are CIPA compliant. The Children's Internet Protection Act (CIPA) requires that K–12 schools and libraries in the United States use Internet filters and implement other measures to protect children from harmful online content as a condition for federal funding.</p> <p>The district plans to continue using the above system of checks and balances as well as adding a third <i>and fourth</i> layer. This third layer will occur at check-in and check-out times. The librarian and library will use Follett to track devices and students these devices are checked out to, as well as examine for visible signs of damage to technology, smart spots, cords and chromebook bags. “Spot checks” will also happen to verify working order of Chromebooks and smart spots. The fourth layer will include purchasing insurance to cover all devices so they are either repaired or replaced immediately.</p>	

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: